

Year 7 standard elaborations — Australian Curriculum: Geography

Purpose The standard elaborations (SEs) provide additional clarity when using the Australian Curriculum achievement standard to make judgments on a five-point scale. These can be used as a tool for:

- making consistent and comparable judgments about the evidence of learning in a folio of student work
- developing task-specific standards for individual assessment tasks.

Structure The SEs are developed using the **Australian Curriculum achievement standard**. The Geography achievement standard describes the learning expected of students at each year level. Teachers use the achievement standard during and at the end of a period of teaching to make on-balance judgments about the quality of learning students demonstrate.

In Queensland the achievement standard represents the **C standard** — a sound level of knowledge and understanding of the content, and application of skills. The SEs are presented in a **matrix**. The discernible differences or degrees of quality associated with the five-point scale are highlighted to identify the characteristics of student work on which teacher judgments are made. Terms are described in the Notes section following the matrix.

Year 7 Australian Curriculum: Geography achievement standard

By the end of Year 7, students describe geographical processes that influence the characteristics of places and how the characteristics of places are perceived and valued differently. They explain interconnections between people and places and environments and describe how these interconnections change places and environments. They describe alternative strategies to a geographical challenge referring to environmental, economic and social factors.

Students identify geographically significant questions to frame an inquiry. They evaluate a range of primary and secondary sources to locate useful information and data. They record and represent data and the location and distribution of geographical phenomena in a range of forms, including large-scale and small-scale maps that conform to cartographic conventions. They interpret and analyse geographical maps, data and other information to propose simple explanations for spatial distributions, patterns, trends and relationships, and draw conclusions. Students present findings and arguments using relevant geographical terminology and digital technologies in a range of communication forms. They propose action in response to a geographical challenge, taking account of environmental, economic and social factors, and describe the expected effects of their proposal.

Source Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum Version 8 Geography 7–10*, www.australiancurriculum.edu.au/f-10-curriculum/humanities-and-social-sciences/Geography

Year 7 Geography standard elaborations

	A	B	C	D	E
The folio of a student's work has the following characteristics:					
Knowledge and understanding	<p><u>comprehensive</u> description of:</p> <ul style="list-style-type: none"> geographical processes that influence the characteristics of places how the characteristics of places are perceived and valued differently 	<p><u>detailed</u> description of :</p> <ul style="list-style-type: none"> geographical processes that influence the characteristics of places how the characteristics of places are perceived and valued differently 	<p>description of:</p> <ul style="list-style-type: none"> geographical processes that influence the characteristics of places how the characteristics of places are perceived and valued differently 	<p><u>identification</u> of:</p> <ul style="list-style-type: none"> geographical processes that influence the characteristics of places how the characteristics of places are perceived and valued differently 	<p><u>statements about</u> geographical processes that influence the characteristics of places</p>
	<ul style="list-style-type: none"> <u>comprehensive</u> explanation of interconnections between people and places and environments <u>comprehensive</u> description of how these interconnections change places and environments 	<ul style="list-style-type: none"> <u>detailed</u> explanation of interconnections between people and places and environments <u>detailed</u> description of how these interconnections change places and environments 	<ul style="list-style-type: none"> explanation of interconnections between people and places and environments description of how these interconnections change places and environments 	<ul style="list-style-type: none"> <u>description</u> of interconnections between people and places and environments <u>identification</u> of how these interconnections change places and environments 	<ul style="list-style-type: none"> <u>statements about</u> interconnections between people and places and environments <u>statements about</u> how these interconnections change places and environments
	<p><u>comprehensive explanation</u> of alternative strategies to a geographical challenge referring to environmental, economic and social factors</p>	<p><u>explanation</u> of alternative strategies to a geographical challenge referring to environmental, economic and social factors</p>	<p>description of alternative strategies to a geographical challenge referring to environmental, economic and social factors</p>	<p>description of alternative strategies to a geographical challenge referring to <u>aspects of</u> environmental, economic and social factors</p>	<p><u>identification</u> of alternative strategies to a geographical challenge</p>
Skills	<p><u>development of discerning</u> geographically significant questions to frame an inquiry</p>	<p><u>development of informed</u> geographically significant questions to frame an inquiry</p>	<p>identification of geographically significant questions to frame an inquiry</p>	<p>identification of geographically significant questions <u>related to</u> an inquiry</p>	<p>identification of geographical questions <u>related to</u> an inquiry</p>
	<p><u>comprehensive</u> evaluation of a range of primary and secondary sources to locate useful information and data</p>	<p><u>detailed</u> evaluation of a range of primary and secondary sources to locate useful information and data</p>	<p>evaluation of a range of primary and secondary sources to locate useful information and data</p>	<p><u>identification</u> of a range of primary and secondary sources to locate useful information and data</p>	<p><u>identification</u> of sources to locate information and data</p>

	A	B	C	D	E
The folio of a student's work has the following characteristics:					
Skills	<u>accurate and detailed</u> recording and representation of data and the location and distribution of geographical phenomena in a range of forms, including large-scale and small-scale maps that conform to cartographic conventions	<u>detailed</u> recording and representation of data and the location and distribution of geographical phenomena in a range of forms, including large-scale and small-scale maps that conform to cartographic conventions	recording and representation of data and the location and distribution of geographical phenomena in a range of forms, including large-scale and small-scale maps that conform to cartographic conventions	<u>partial</u> recording and representation of data and the location and distribution of <u>aspects of</u> geographical phenomena in forms including large-scale and small-scale maps that conform to <u>aspects of</u> cartographic conventions	<u>fragmented</u> recording and representation of data and geographical phenomena in <u>fragmented</u> forms
	interpretation and <u>comprehensive</u> analysis of geographical maps, data and other information to: <ul style="list-style-type: none"> propose simple explanations for spatial distributions, patterns, trends and relationships draw conclusions 	interpretation and <u>detailed</u> analysis of geographical maps, data and other information to: <ul style="list-style-type: none"> propose simple explanations for spatial distributions, patterns, trends and relationships draw conclusions 	interpretation and analysis of geographical maps, data and other information to: <ul style="list-style-type: none"> propose simple explanations for spatial distributions, patterns, trends and relationships draw conclusions 	interpretation and <u>description</u> of geographical maps, data and other information to: <ul style="list-style-type: none"> propose <u>partial</u> explanations for spatial distributions, patterns, trends and relationships draw conclusions 	<u>identification</u> of geographical maps, data and other information to propose simple explanations
	<u>purposeful</u> presentation of findings and arguments using relevant geographical terminology and digital technologies in a range of communication forms	<u>effective</u> presentation of findings and arguments using relevant geographical terminology and digital technologies in a range of communication forms	presentation of findings and arguments using relevant geographical terminology and digital technologies in a range of communication forms	<u>partial</u> presentation of findings and arguments using <u>aspects of</u> geographical terminology and digital technologies	<u>fragmented</u> presentation of findings and arguments using <u>aspects of</u> geographical terminology and digital technologies
	<ul style="list-style-type: none"> <u>purposeful</u> proposal of action in response to a geographical challenge taking account of environmental, economic and social factors <u>comprehensive</u> description of the expected effects of their proposal 	<ul style="list-style-type: none"> <u>effective</u> proposal of action in response to a geographical challenge taking account of environmental, economic and social factors <u>detailed</u> description of the expected effects of their proposal 	<ul style="list-style-type: none"> proposal of action in response to a geographical challenge taking account of environmental, economic and social factors description of the expected effects of their proposal 	<ul style="list-style-type: none"> <u>identification</u> of action in response to a geographical challenge taking account of environmental, economic and social factors description of <u>aspects of</u> the effects of their proposal 	<ul style="list-style-type: none"> <u>fragmented</u> proposal of action in response to a geographical challenge <u>identification of aspects of</u> the effects of their proposal
Key	<u>shading</u> emphasises the <u>qualities that discriminate between the A–E descriptors</u>				

Notes

Australian Curriculum common dimensions

The SEs describe the qualities of achievement in the two dimensions common to all Australian Curriculum learning area achievement standard — understanding and skills.

Dimension	Description
understanding	the concepts underpinning and connecting knowledge in a learning area, related to a student's ability to appropriately select and apply knowledge to solve problems in that learning area
skills	the specific techniques, strategies and processes in a learning area

Terms used in Year 7 Geography standard elaborations

These terms clarify the descriptors in the Year 7 Geography SEs. Definitions are drawn from the ACARA Australian Curriculum Humanities and Social Sciences (HASS) glossary (www.australiancurriculum.edu.au/f-10-curriculum/humanities-and-social-sciences/hass/glossary) and from other sources to ensure consistent understanding.

Term	Description
accurate	consistent with a standard, rule, convention or known facts
analyse; analysis	consider in detail for the purpose of finding meaning or relationships, and identifying patterns, similarities and differences
cartographic conventions	the elements on a map that are represented by symbols agreed upon by convention such as scale, north point, legend, and compass direction
change	the concept of change involves both time and space
characteristics of places	in Geography, <i>characteristics of places</i> include people, climate, production, landforms, built elements of the environment, soils, vegetation, communities, water resources, cultures, mineral resources and landscape
comprehensive	detailed and thorough, including all that is relevant
consistently	regular in occurrence; in agreement and not self-contradictory
data	information that is directly recorded; it can be quantitative or qualitative
description; describe	give an account of characteristics or features
detailed	meticulous; including many of the parts
development; develop	elaborate or expand in detail; to create or construct
discerning	showing good judgment to make thoughtful choices
effective; effectively	capably meets the described requirements
explanation; explain	provide additional information that demonstrates understanding of reasoning and/or application

Term	Description
findings	a summary of information gathered through a series of investigations
fragmented	disjointed, incomplete or isolated
geographical processes	the physical and human forces that work in combination to form and transform the world (e.g. erosion, the water cycle, migration or urbanisation); <i>geographical processes</i> can operate within and between places
geographically significant	why a question is worth investigating; in Geography, <i>geographically significant</i> questions include: what and where? how and why? what impact? what can be done?
identification; identify	establish or indicate who or what someone or something is
informed	having relevant knowledge; being conversant with the topic
interconnection	the way that people and/or geographical phenomena are connected to each other through environmental processes and human activity
interpret; interpretation	explaining the meaning of information or actions
justified	provide sound reasons or evidence to support a statement; show how an argument or conclusion is right or reasonable
partial	attempted; incomplete evidence provided
pattern	in Geography, a regularity in data portrayed in graphs or maps (e.g. a decline in population density or rainfall in Australia with increasing distance from the coast)
perceived; perception	in Geography, <i>perception</i> is people's subjective assessment of places and environments
phenomenon	any observable occurrence that can be studied spatially (e.g. rainfall, rice production)
place	place refers to parts of the Earth's surface and can be described by location, shape, boundaries, features and environmental and human characteristics
primary sources	sources that are collected by the student (e.g. field notes from observations, measurements taken from experiments, response from a survey or questionnaire)
proposal	a plan or solution in response to a situation
purposeful	intentional; done by design; focused and clearly linked to the goals of the task
range	covers the scope of relevant communication and graphic forms
relevant	having some logical connection with
representation; represent	in Geography, <i>representation</i> is demonstrating geographical information in a visual form (e.g. a graph, map, image, field-sketch, a multilayered map)
scale	scale refers to the different spatial levels used to investigate phenomena or represent phenomena visually
secondary sources	sources of information that have been collected, processed, interpreted and published by others (e.g. census data, newspaper articles, images, information in a published report)
spatial distribution	the arrangement of particular phenomena or activities across the surface of the Earth

Term	Description
statement	a sentence or assertion
use	to operate or put into effect